

Name: _____

ENG4U- Senior Seminar- Bronies

***A Brony Tale* (2014) Dir. Brent Hodge**

The Skinny: Seminars are an important part of the post-secondary experience. They are an exchange of ideas that can generate debate leading to a heightened understanding of a text. Based on the documentary *A Brony Tale*, you will, as a class, conduct a discussion amongst your peers that highlights some of the major issues and topics presented in the film. It is expected that you will go BEYOND the surface of the subject matter and highlight some of the key issues at play in the film.

*Everyone is expected to speak.

The Seminar Will Take Place on **Thursday, March 5, 2015**. The six questions are due in hard copy at the start of class that day. All you need to hand in that day are the questions.

You must have AT LEAST six (6) questions designed to ignite discussion and debate prepared ahead of time.

FOUR of them must be documentary-specific, meaning that you refer directly to the piece, and make your question about something the claims, implies, alludes to, or suggests.

TWO of them must be documentary-inspired, meaning that they are not necessarily referring to the film itself, but are inspired by it and the issues/ideas/concepts it raises.

i.e. Do you think that assigned gender roles (e.g. pink blanket / blue blanket) are slowly evolving over time?

*** You will submit these questions to me on the day of the Seminar.**

Nothing else needs to be handed in.

Here are my recommendations to you to ensure that you are well prepared:

Re-watch the documentary, notating carefully. Work on the sections you find initially difficult, keeping in mind the fact that all of the texts (this includes visual examples) we've read this year have become clearer, deeper, and more accessible through repetition, conversation, and careful consideration! You must become quite familiar with this film.

If really stuck, see me early! You know where I sit each and every day.

Look up a bit of information on Bronys, go to their websites, look up essays on the phenomenon. Try to find other examples of fandom.

Identify the issues that the film highlights. The documentary is about much more than fans of *My Little Pony: Friendship is Magic*!!!! For instance, it examines 1) gender roles and 2) social norms and 3) generational response to trauma. It is my expectation that you understand this when presenting.

Identify the subjects used in the documentary (e.g. The artist / ex-soldier, The DJ) . Look them up to provide context – maybe some of your essay specific questions will come from this!

Determine what the documentarians are really saying with this – what's is their purpose? Evaluate its effectiveness. Was the documentary compelling for you? Does it change your perceptions on male fans of the show? Why? Why not? Be prepared to defend your arguments.

Knowledge and Understanding /10

- Student makes at least 10 statements over the course of the discussion that demonstrate a keen knowledge and understanding of the essay and the issues it raises
- Student makes excellent use of at least 3 examples from the essay to support statements
- Student provides at least one direct quotation from the essay to support statements
- Student's prepared questions demonstrate careful planning and understanding of key elements of the essay – thesis, author, allusions, arguments. There are six questions.
- Student comments on multiple areas of the essay – comments are not restricted to one example/issue for every comment

Thinking /10

- Student's prepared questions show a sophisticated and critical approach to the essay /4
- Student comments on the issue of gender inequality in literature/life
- Student comments on the issue of crossing gender barriers
- Student comments on the style of the film, how the information is conveyed throughout.

Communication /10

- Student participates well in the discussion – offers spontaneous insights and analysis as well as prepared questions for the group**
- Student articulates questions/statements clearly and offers support with text details
- Students responds to questions with fluency, logical development, and clarity
- Student's pace, and volume are appropriate to the audience
- Student contributes to flow of conversation – he/she can sense when it's time to move on from a point, when to inject his/her thoughts, and when to allow others to speak

Application**/10**

- Student applies themes, questions, problems discussed in the essay to contemporary phenomena and events.
- Student's prepared questions/notes point to the relevance of this essay to today's audiences, and why Woolf remains relevant to this day
- Student is helpful to peers during the activity
- Student is confident in debate/discussion with peers, is able to disagree, but is open to the insights/opinions of others
- Student is self reflective in the process, comes prepared with notes, but takes down ideas as they come up, and completes post-game wrap-up in an effort to improve debate/discussion skills